DOCUMENT RESUME

ED 288 360 FL 017 000

TITLE	Suggested Procedures for Meeting Needs of Limited English Proficient Students. Teacher Training.
INSTITUTION	Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE	Aug 86
NOTE	38p.; Some pages contain small, light type. For related documents, see FL 016 999 and FL 017 020-021.
AVAILABLE FROM	Pennsylvania Department of Education, 333 Market St., Harrisburg, PA 17126-0333.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Administrator Guides; *Bilingual Education; Elementary Secondary Education; English (Second Language); Inservice Teacher Education; *Limited English Speaking; Preservice Teacher Education; Program Design; Second Languages; State Standards; *Teacher Characteristics; *Teacher Education; *Teacher Qualifications

ABSTRACT

Fourth in a series of state publications providing suggestions to school districts for serving limited-English-proficient (LEP) students, the handbook on teacher training outlines the characteristics necessary for mainstream, English as a second language (ESL), or bilingual program teachers of LEP students, in-service and preservice training requirements for this group, and design considerations for school district training programs. Substantial appended materials include: notes on the knowledge, abilities, and attitudes necessary in these teachers; National Association of State Directors of Teacher Education and Certification supplemental standards for teachers of LEP students; a comparison of bilingual/bicultural, ESL, foreign language, and mainstream teacher education standards; a sampling of common research themes across disciplines; a Lancaster (Pennsylvania) school district workshop schedule; suggestions for in-service training program planning; and a list of additional resources. (MSE)

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Suggested Procedures for Meeting Needs of Limited English Proficient Students

Teacher Training

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Suggested Procedures for Meeting Needs of Limited English Proficient Students

Teacher Training

Pennsylvania Department of Education

COMMONWEALTH OF PENNSYLVANIA
ROBERT P. CASEY, GOVERNOR
DEPARTMENT OF EDUCATION
THOMAS K. GILHOOL, SECRETARY
OFFICE OF BASIC EDUCATION
DONNA D. WALL, COMMISSIONER

Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

August 1986

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FOREWORD

This is the fourth and final handbook developed during the 1985-86 school year by the Committee to Review Programs for Limited English Proficient Students. Other handbooks are "Initial Assessment and Placement," "Supportive Services," and "Curriculum and Instruction."

These handbooks provide suggestions to assist school districts in serving their LEP students and should be used as supplements to Guidelines for Educational Programs in the Commonwealth of Pennsylvania for Limited English Proficient Students. All of the publications are available from the Pennsylvania Department of Education.

Committee Coordinator: Margaret H. George

Bilingual Education Advisor: Myrna M. Delgado

COMMITTEE TO REVIEW PROGRAMS FOR LIMITED ENGLISH PROFICIENT STUDENTS

John P. Brady
Coordinator of Migrant Education
Colonial Northampton Intermediate Unit

Sister Mary Consuela
Director, Bicultural/Bilingual Studies
Immaculata College

Dalhart T. Dobbs
Director, Special Projects
Erie School District

William Fuentes
Bilingual Classroom Teacher
Taylor Elementary School
School District of Philadelphia

Marsella Herran
ESL Chairperson
West Chester Area School District

Jeanne Hutton
School Counselor
Kennett High School
Kennett Consolidated School District

Herbert M. Jung
Principal
Stetson Junior High School
School District of Philadelphia

Margarita M. Kearns
Instructor (Spanish)
Harrisburg Area Community College

Eugene Madeira (ex-officio member)
Member
National Advisory and Coordinating
Council on Bilingual Education

Teresa McLaughlin
ESL Teacher
Harrisburg School District

Sergia Montz
Coordinator of Education for
Minority Students (Retired)
Bethlehem School District

Truong Ngoc Phuong
Executive Director
International Service Center
Harrisburg

Joseph O. Prewitt Diaz
Associate Professor of Education
The Pennsylvania State University

David M. Rentschler
Principal
Fulton Elementary School
School District of Lancaster

Rosalee Sabo
House Principal
McCaskey High School
School District of Lancaster

Julia Sanabria
ESOL Teacher
Taylor Elementary School
School District of Philadelphia

Eleanor L. Sandstrom
Educational Consultant
ESAC, Inc., Cheltenham

John Scott
Supervisor, Department of ESL
Harrisburg School District

Philip Smith
Asst. Dean for Graduate Studies
Professor of Language & Linguistics
West Chester University

Susana M. Sotillo
ESL/Bilingual Programs
Community College of Philadelphia

COMMITTEE TO REVIEW PROGRAMS FOR LIMITED ENGLISH PROFICIENT STUDENTS (CONT'D)

Beatrice Speir-Morrone
Bilingual Coordinator
Chester Upland School District

Robert M. Tuffner
Teacher
William Tennent High School
Centennial School District

Gladys Valcourt
Director, MERIT Center
Temple University

Jack Van Newkirk
Superintendent
York City School District

Marta Velazquez-Loescher
Director of Migrant Education
Chester County Intermediate Unit

Raquel Yiengst
Director of Bilingual Education
Reading School District

Harry Zechman
Executive Director
Lancaster-Lebanon Intermediate Unit

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INTRODUCTION

Teachers are the key ingredient in the education of Limited English Proficient (LEP) students. The types of individuals they are, their knowledge of subject matter, the interest they have in their students, and the type of training they receive are all factors which determine the achievement of LEP students.

At its first meeting last fall, the Committee to Review Programs for Limited English Proficient students determined that teacher training was one of the initial topics that should be addressed. This handbook is a result of the committee's deliberations as they discussed the essential characteristics of ESL/Bilingual teachers, the program elements of a teacher training program, and examples of training programs in Pennsylvania school districts. The Committee considered preservice programs, inservice programs and training for mainstream teachers.

It is intended that this handbook will assist school districts in encouraging their teachers to prepare themselves adequately for the challenging task of educating LEP students.

Characteristics Necessary for Teachers of Limited English Proficient Students

Although many of the following traits are desirable for all teachers, the following is a listing of essential characteristics which ESL/Bilingual and mainstream teachers should possess in order to assure that LEP students reach their full potential.

Teachers should be --

- genuinely interested in teaching LEP students.
- sensitive to the needs of LEP students and their families.
- kind and non-threatening to the students.
- understanding of the social and economic conditions of the cultural groups represented by their students.
- flexible and willing to work in a variety of classroom settings.
- creative and able to individualize instruction to meet the needs of their students.
- skilled in classroom management and control.
- able to work independently.
- able to communicate well with other staff members.
- knowledgeable in a variety of subjects to relate to the students' interests.
- able to make teaching and learning experiences relevant to the students' culture.

Teachers should also have --

° functional knowledge of a second language.

° command of English grammar.

° full knowledge of content area.

° knowledge of various techniques and methodologies for teaching specific content areas.

° knowledge of instructional materials and strategies.

All teachers and staff members of a school are important to the educational development of LEP students.

Preservice Training for ESL/Bilingual Teachers

In addition to the courses of study required by the colleges and universities for teacher preparation, the following suggestions are offered.

The program should provide:

- early experiences in the field. These experiences could be based in community agencies and/or schools.
- a mechanism that allows student teachers to share ideas, problems, and methods of solving their difficulties.
- a curriculum which permits creative teachers to be innovative.
- multi-cultural experiences, including courses abroad or service in non-English speaking areas of the community.
- an early teaching experience in LEP situations.
- a requirement that teachers demonstrate knowledge and experience in a second language.
- a broad general education.

Inservice Training for ESL/Bilingual and Mainstream Teachers and Staff

School districts should have a plan for ongoing staff development. A variety of well-planned programs can provide school personnel with the skills necessary to adequately meet the needs of LEP students. Included in these are:

- ° inservice programs for administrators and school board members regarding cultural and academic needs of LEP students
- ° training for selected staff (teacher team) who have requisite interest, commitment and ability to implement and maintain a program for exiting LEP students
- ° inservice programs for persons who come into contact with the students, for example, custodians, secretaries, teacher aides, etc.
- ° involvement of teachers, administrators and support services staff in multicultural studies through small group task focused experiences with representatives of many ethnic/cultural groups
- ° experiences in teaching and learning processes using a variety of modes (verbal, linear, visual, manipulative)
- ° exchange programs with other schools and school districts
- ° videotape bank for use by teachers and administrators which deal with basic characteristics of various cultures and linguistic methodologies

Staff development may include college graduate courses or inservice opportunities offered by intermediate units and school districts.

Type of course offerings may include the following:

- cross-cultural communication to include patronymic and matronymic names, birthdates, etc., in-depth
- history and status of bilingual and bicultural education
- demographics
- individualizing instruction
- working with LEP students
- orientation of school staff to the community (perhaps a trip around the community for the entire school staff)
- training and awareness sessions for principals and administrators
- foreign language instruction
- non-verbal communication for mainstream teacher
- profiles of the cultures of the different language groups

Examples of School District Training Programs

Every school district should have a plan that provides opportunities for staff to understand the needs of LEP students and to learn to develop strategies to meet their needs. In addition, there should be opportunities for the staff to meet in small groups for specific purposes. The active participation of the principal is paramount in carrying out a successful program.

School districts should consider employing some of the techniques listed below which have proved helpful to other school districts in the Commonwealth.

- Teaming classroom teachers with ESL/bilingual teachers in the development and implemention of instructional programs.
- Field experiences involving teachers and administrators with the environments of the students, for example, churches, stores, neighborhoods.
- Ongoing coordination between school building staff (teachers, administrators, counselors, custodians, etc.) and community resources to develop a team concept approach to teaching LEP students.
- Workshops on cultural values.
- Invitations to educators to meet with selected parents at the parents' homes.
- Film project involving students, teachers, administrators, parents and other community members focused on the cultural characteristics of many ethnic groups.

° Involvement of administrators in workshops about cultures, languages and pedagogical approaches used with LEP students.

° Workshops for teachers in regular classroom settings who have or most likely will have limited English proficient students.

Topics frequently utilized in workshops include:

° individualized instruction, materials and techniques.

° multi-sensory instructional strategies for LEP students, verbal and non-verbal.

° techniques for effective utilization of peer tutoring.

° identification and involvement of volunteers, for example, parents and retirees.

° cultural background of ethnic groups, particularly new arrivals, for example, Indochinese (Vietnamese, Laotian, Cambodian) and Hispanic (Cubans, Puerto Ricans, Mexicans).

APPENDIX

APPENDIX

A. Training Teachers to Develop Academic Competence of LEP Students.

B. National Association of State Directors of Teacher Education and Certification (NASDTEC) Standards (abbreviated)

C. Bilingual/Bicultural, ESOL, Foreign Language and Mainstream Teacher Education Standards: A Comparison

D. Common Research Themes Across Disciplines: A Sampling

E. Workshop Schedules - School District of Lancaster

F. Inservice Training: Suggestions for Program Planning

G. Additional Resources

M. Saville-Troike
Training Teachers to Develop Academic Competence of LEP Students

R = Regular/Mainstream Teachers
B = Bilingual Teachers
E = ESL Teachers

R	B	E	TEACHER QUALIFICATIONS
			Knowledge:
X	X	X	The nature of language, and language change and diversity.
X	X	X	The interrelationships of language and cognitive development.
X	X	X	Theories of first and second language acquisition/ learning, and their implications for the classroom.
X	X	X	Effects of cultural and socio-economic factors (both of majority group and minority groups) on students' learning styles (cognitive and affective) and on students' general level of development and socialization.
X	X	X	Linguistic, rhetorical, and stylistic concepts that furnish useful ways of understanding and talking about the substance, structure, development, and manner of expression in written and oral discourse.
X	X	X	Processes by which one learns to read and write.
X	X	X	Instructional resources (including educational technology) and varied sources of information that will help students understand -- through intellect and imagination -- the subjects and issues they are studying.
X	X	X	State and local curriculum requirements and guidelines.
X	X	X	Scope and sequence of content in all subjects being concurrently studied by the students.
X	X	X	Problems faced and procedures used by teachers and educational leaders in designing curricula in English for students of different ages, abilities, and cultural/linguistic backgrounds.
X	X	X	Major research studies on the relation of language acquisition to academic development in children and adults, on reading, on the processes of composing, and on the building of curricula for different kinds of students in different settings.
			Abilities:
X	X	X	To communicate effectively.
X	X	X	To use teaching strategies appropriate to distinct learning modes and developmental levels.

X	X	X	To identify, assess, and interpret student progress in all language skills, particularly those relevant to academic content and performance.
X	X	X	To organize groups of learners for a variety of purposes appropriate for language development (for example, discussion, creative problem solving, composing, and commenting on compositions), and to enhance peer teaching and learning.
X	X	X	To ask questions (at varying levels of abstraction) that elicit facts, opinions, and judgments appropriate to the subject, the occasion, and the student's level of language competence.
X	X	X	To help students respond appropriately to the differing demands (particularly academic) made on speech and writing by different contexts, audiences, and purposes, and to develop their level of metalinguistic awareness.
X	X	X	To help both beginning and maturing readers apply varied techniques to improve reading comprehension and inferencing ability.
X	X	X	To help students learn to listen effectively for imformation and for understanding.
X	X	X	To help students identify and weigh facts, implications, inferences, and judgments in both spoken and written discourse.
X	X	X	To select and adapt materials and methods in accordance with: a. Suitability to each student's language proficiency and cultural experiences; b. Provision and respect for linguistic and cultural diversity; c. Objectives, scope and sequence of the content areas; d. Student's responses.

Attitudes:

X	X	X	Genuine and sincere interest in the education of students regardless of their linguistic and cultural background, and personal qualities which contribute to success as a classroom teacher.
X	X	X	Sensitivity to biases and deficiencies in existing curricula and in both commercial and teacher-prepared materials of instruction.
X	X	X	Flexibility in teaching strategies and willingness to seek a match between students' needs and the teachers' objectives, methods, and materials.

National Association of State Directors of Teacher Education and Certification (NASDTEC) Standards (abbreviated)

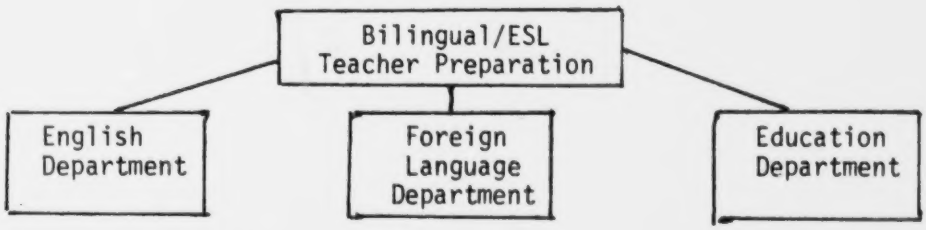
(These are supplemental standards to the NASDTEC professional education standards required of all teachers.)

Content Standards in Bilingual/ Multicultural Education	Possible IHE Course Offerings
1. Proficiency in L_1 and L_2, to teach effectively.	Foreign Language and English department courses
2. Knowledge of history and cultures of C_1 and C_2	Cross-cultural studies; Multicultural education (ME); History and civilization; Literature; Ethnic studies
3. Historical, philosophical and legal bases for B/M Ed and related research	Foundations of BE (or Introduction to BE)
4. Organizational models for programs and classrooms in B/M Ed	Foundations of BE
5. L_2 methods of teaching (including ESL methodology)	Methods of teaching second language
6. Communication with students, parents, others in culturally and linguistically different communities	Cross-cultural studies; ME; School-community relations
7. Differences between L_1 and L_2; language & dialect differences across geographic regions, ethnic groups, social levels	Sociolinguistics; Bilingualism

Content Standards in English for Speakers of Other Languages	Possible IHE Course Offerings
1. Nature of language, language varieties; structure of English language	General linguistics; English phonology, morphology, syntax
2. Demonstrated proficiency in spoken and written English	English department courses
3. Demonstrated proficiency in a second language	Foreign language courses
4. Process of L_1 and L_2 acquisition	Language acquisition
5. Effects of socio-cultural variables on language learning	Language acquisition; ME; Cross-cultural studies; Sociolinguistics
6. Language assessment; program development, implementation, and evaluation	Language assessment; Program development and evaluation

Virginia P. Collier
July 24, 1985

Integrating Bilingual and ESL Teacher Training



Sample courses in an integrated Bilingual/ESL Teacher Preparation Program:

First and second language acquisition and bilingualism

Teaching native language arts

Methods of teaching second language (ESL, SSL, VSL, etc.)

Methods of teaching content areas, both bilingually and through second language

Multicultural education, including teaching the culturally and linguistically different exceptional child

Program models, policy, school-community relations, and administrative issues in bilingual education and ESL

The phonology, morphology, and syntax of English

For bilingual teachers: the phonology, morphology, and syntax of another language, in addition to English

Assessment in bilingual/ESL settings

Curriculum development in bilingual/ESL settings

Reading and research in foundations of education (anthropology, sociology, history, philosophy, psychology, social psychology) related to the education of language minority students

Use of instructional technology for teaching first and second languages and content areas

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Figure 1. BILINGUAL/BICULTURAL[1], ESOL[1], FOREIGN LANGUAGE[1] AND MAINSTREAM[2] TEACHER EDUCATION STANDARDS: A COMPARISON

BILINGUAL/BICULTURAL	ESOL	FOREIGN LANGUAGE	(GENERAL) MAINSTREAM
Programs must ensure that students possess:	Programs must ensure that students possess:	Programs must ensure that students possess:	Programs should consist of:
1. Standard teacher's credential in another area of certification.	1. Personal qualities which contribute to success as teacher, assure respect for students and their culture.	1. Knowledge of/work in phonology, composition, and linguistics of L_2; literature.	1. Multicultural Component - knowledge of such issues as: participatory democracy, racism/sexism, values clarification, linguistic variation/ learning styles.
2. Proficiency and the ability to instruct students in English and target language.	2. Experience in learning another language, knowledge of another culture.	2. Proficiency in L_2 (spoken and written) - Awareness of differences between L_1/L_2; ability to apply awareness to teaching. - Knowledge of ways in which L_1 culture and L_2 culture differ. - Knowledge of language pedagogy. - Knowledge of specialized techniques. (media use) - Knowledge of relationship of foreign language study to other areas of the curriculum.	2. Special Education Component including ability to: - recognize and refer exceptional learners. - contribute to design/implementation of curriculum. - accomodate learners through instructional techniques/management strategies.
3. Knowledge of history/ culture of target population and the U.S.	3. Knowledge of general linguistics and applied linguistics and their application to language teaching.		
4. Ability to adapt materials.	4. Knowledge of the ways in which L_1 culture and L_2 culture differ.		
5. Learning experiences in sociology and linguistics.	5. Knowledge of language acquisition - L_1, L_2; sociocultural variables in language learning.		3. General studies including: a) Symbolics of information - languages, linguistics - math, logic - information theory b) Natural/Behavioral Sciences c) Humanities
6. Ability to relate to students, parents, community members.	6. Knowledge of language pedagogy.		
7. Proficiency in teaching methods.	7. Knowledge of testing principles; assessment of language proficiency.	3. Knowledge of literature, history, geography, contemporary civilization of appropriate countries	4. Professional Studies including: a) Content for the Teaching Specialty. b) Humanistic/Behavioral studies. c) Teaching/Learning Theory including clinical experience. d) Practicum.
8. Awareness of dialectal differences.	8. Understanding of uniqueness and inter-relationships of various life styles in a pluralistic society.		
9. Awareness of differences between L_1/L_2; ability to apply awareness to teaching	9. Proficiency in spoken and written English.		

Denise McKeon, 1985.

[1]National Association of State Directors of Teacher Education and Certification 1976.

[2]NCATE, 1982.

FIGURE 2

COMMON RESEARCH THEMES ACROSS DISCIPLINES: A SAMPLING

THEMES	ESL	BILINGUAL	FOREIGN LANGUAGE	MAINSTREAM
1. Learning and linguistic theory and research, including the identification, development and use of strategies (cognitive, linguistic, metacognitive and social).	Chamot and O'Malley, 1984 Dulay and Burt, 1977 Dulay, Burt and Krashen, 1982 Krashen, 1982 O'Malley, et. al. (in press) Ventriglia, 1982 Wong Fillmore, 1979 Wong Fillmore and Swain, 1984	Cummins, 1979 DeAvila, 1984 DeAvila and Duncan, 1979	Asher, 1982 Byrnes, 1984 Gingras, 1978 Krashen, et. al., 1984 Stevens, 1984	de Bono, 1984 Goodman, 1985 Guilford, 1969 Jagger and Smith-Burke, 1985 Sternberg, 1984 Wagner and Sternberg, 1984
2. Language and the Content Areas; the interrelatedness of learning.	Cuevas, 1984 Krashen, 1982 Saville-Troike, 1984	Cummins, 1979 Dawe, 1983 DeAvila, 1984 Kessler and Quinn, 1984	Campbell, et. al., 1985 Lambert and Tucker, 1972 Rivers, 1985 Savignon, 1985	Booth-Olson, 1984 Fulwiler and Young, 1982 Taba, 1964
3. Instructional design/ instructional organization based on linguistic/cognitive theory research.	Chamot, 1983 Krashen and Terrell, 1983 McKeon, 1985	DeAvila, 1984 Yawkey, 1982	Met, 1985 Terrell, 1977	de Bono, 1981 Labinowicz, 1980 Mecker, 1969; 1977 Michaels and Foster, 1985 Weikart, et. al., 1971

Workshop Schedule

BILINGUAL/ESL PROGRAM

Lancaster, PA

The workshops are for personnel of the Bilingual Placement and Monitoring Support (BPMIS) Center only. There will be four days of workshop activities.

Workshop 1
Date: January 13, 198 (Thursday)
Title: Planning for Monitoring and Exit Criterion Workshop
Goals:
1) To determine monitoring procedures to be explained at next workshop to BPMIS staff, workshop 2.
2) To determine exit criterion procedures to be explained to BPMIS staff, workshop 3.

Workshop 2
Date: February 3, 198 (Thursday)
Title: Monitoring Procedures for LEP Pupils in Bilingual Education/ESL Programs
Goals:
1) To describe to participant a set of monitoring principles and procedures.
2) To plan monitoring procedures appropriate to the School District of Lancaster.

Workshop 3
Date: February 24, 198 (Thursday)
Title: Exit Criterion and Reclassification for LEP Pupils
Goals:
1) To describe exit criterion and reclassification principles and practices.
2) To plan exit criterion and reclassification procedures appropriate to the School District of Lancaster.

Workshop 4
Date: April 7, 198 (Thursday)
Title: Implementation Observation of 1) Monitoring Procedures and 2) Exit Criterion and Reclassification Procedures of LEP Pupils
Goals:
1) To observe and respond to the implementation of the monitoring procedures developed in workshop 2.
2) To observe and respond to the implementation of the exit criterion and reclassification procedures developed in workshop 3.

Total workshop days: 4

SCHOOL DISTRICT OF LANCASTER
BILINGUAL/ESL PROGRAM
BPMIS CENTER

BPMIS Center
Workshop - Monitoring Activities
9:30 - 12:00 Noon

A G E N D A

I. Orientation to BPMIS Center Workshops

- A. Goals
- B. Procedures
- C. Implementation
- D. Product

II. Review Entry Procedures

III. Explanation of Monitoring Flow Chart

IV. Review Narrative

V. Reclassified POS

VI. Points of Discussion

- A Progress Indicators between September and May
- B Uniform Method for Interpretation of Present Progress Indicators
- C Practicality of Implementing Proposed Monitoring Guidelines
- D Dissemination of Monitoring Guidelines
- E Training Teachers to Use Scales

SCHOOL DISTRICT OF LANCASTER
BILINGUAL/ESL PROGRAM
BPMIS CENTER

BPMIS Center
Workshop - Exit Criteria
9:30 - 12:00 Noon

A G E N D A

I. Description of Exit Criteria: Principles and Practices

(See information packet)

II. Discussion on Range of Instruments

III. Interview Schedule for Placement Committee Reviews

IV. Transitional Activities for Reclassified Students

V. Support for Teacher and Students Reclassified to Regular Classroom

VI. Reclassified Student Progress Reports after Observation Period

VII. Participant Response and Evaluation

SCHOOL DISTRICT OF LANCASTER
BILINGUAL/ESL PROGRAM
BPMIS CENTER

BPMIS Center
Workshop - Implementation of Monitoring and Exit Procedures
9:30 - 12:00 Noon

A G E N D A

I. Review of Monitoring Workshop Ideas

II. Presentation and Discussion on Implementation of Monitoring

III. Review of Exit Criteria Workshop Ideas

IV. Presentation and Discussion on Implementation of Exit Criteria

V. Impact of Implementation: Needs and Assessment

   A. Present effectiveness

   B. Future revisions

VI. Describing and Disseminating the Systems

VII. Loose Ends and Wrap-up

VIII. Participant Response and Evaluation

1:00 P.M. Teacher Visitation (Dr. Golub - Washington School)

1:30 - 3:00 BPMIS Center External Evaluation Planning Session

(Dr. Golub, Dr. MacRae, Mr. Dockey)

NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION

MEMO

July 2, 1985

To: Teacher Trainers, Title VII Program Directors

INSERVICE TRAINING: SUGGESTIONS FOR PROGRAM PLANNING

by Harpreet Sandhu
National Clearinghouse for Bilingual Education

Teachers, like other professionals, are continually faced with new developments in their field and new conditions in the workplace. Teaching methodologies and techniques undergo change, schools adopt new curricula and materials, and variations in district demography bring students from differing backgrounds into the classroom. To keep abreast of these developments, teachers need ongoing, quality education programs that begin with preservice and continue through inservice training. Such an approach to professional improvement can help ensure that schools, including those with programs for limited-English-proficient (LEP) students, are providing the best possible services for their students.

The literature provides several definitions of inservice training. According to Harris (1980, 21), such training is characterized as

> any planned program of learning opportunities afforded staff members of schools, colleges, or other educational agencies for purposes of improving the performance of the individual in already assigned positions.

A definition offered by Yarger, Howey, and Joyce (1977, 1) expands the definition beyond job-specific education:

> ...formal and informal provisions for the improvement of educators as people, educated persons, and professionals as well as in terms of the competence to carry out their assigned roles.

In recent years, school districts have made great efforts to improve the quality of inservice education. Almost all federally funded education programs--bilingual, foreign language, migrant, vocational, early

childhood, and special education--have given some priority to inservice training (Harris 1980). Harris has noted that these efforts have often lacked continuity, but increased interest at the local, state, and federal levels has helped improve the situation. Federal programs have promoted such concepts as teacher centers and multifunctional support centers (e.g., the 16 Bilingual Education Multifunctional Support Centers--BEMSCs). States have enacted legislation establishing regional education service centers that, as part of their functions, assist schools with inservice training. Increasingly, teachers are offered incentives, both financial and professional, to participate in inservice programs and thereby improve their skills.

Schools providing special services to minority language students have not been exempt from this movement. With their special curricula and diverse student populations, such schools have the important responsibility to keep teachers informed on how best to meet student needs. To help provide assistance in this area, this paper discusses the principles of establishing effective inservice programs and describes the teacher training activities of three districts serving minority language students.

Research Findings

Reisner (1983) and others have found a number of factors to be crucial in designing and implementing effective staff training. Suggestions based on these factors include the following:

- For inservice training to be successful, the program must be based on a systematic survey of teacher needs;
- Teachers have a greater feeling of ownership in their program if the schools involve teachers in planning and defining goals and objectives;
- To ensure a coherent and effective program, schools should clearly formulate the goals of inservice education by basing their analysis upon currently available theory, research, and practice;
- Teachers tend to be more responsive to inservice programs if the schools provide training in a variety of formats that take into account the individual teacher learning styles;
- An atmosphere of open communication--where teachers are willing to learn about promising practices, materials, strategies, and skills used by others--contributes to the success of a program;
- Administrative support of the inservice programs is important if changes in the school curriculum and teaching methodologies--as a result of the inservice training--are to be implemented;
- To ensure that the newly acquired ideas will be implemented and practiced in the classroom, it is important that the program clarify and reinforce concepts and provide assistance to teachers on an ongoing basis.

Inservice Stages

Wood, Thompson, and Russell (1981), among others, divide inservice training into five distinct but related stages: readiness, planning, training, implementation, and maintenance.

Readiness. For new teaching methodolgies and skills to take root, the teaching and administrative staff must perceive the need for change and be supportive of innovation (Pérez and García 1981). This support can be obtained through the recruitment of teachers and administrators for the needs assessment process prior to inservice program development--the readiness stage. According to Reisner (1983), the districts that had successful inservice programs were those in which teachers felt involved in the planning and in which the training activities addressed the teachers' specific needs.

Planning. During the planning stage, program organizers refine goals into specific inservice objectives, conduct a needs assessment, plan inservice activities, and identify resources (Howey and Vaughan 1983). Such planning helps professionalize the program, making it more useful and satisfying for the teachers.

One of the most effective ways of discovering what skills teachers want or need to improve is to conduct informal interviews. Interviews provide the most accurate feedback and give an opportunity for clarification of expressed needs. Questionnaires can, of course, also be used, but the information acquired is not as detailed or personal. The identified needs essentially fall into two categories--institutional and individual (Luke 1980; McKeon, in press). Institutional needs include information on student population, student achievement, and the unique cultural and linguistic characteristics of the community served by the school system. Individual needs include knowledge about specific teaching methodologies, second language skills, and knowledge applicable to the planning and implementing of curriculum models.

Another important factor in the planning stage is the identification of constraints and available resources. Information on resources helps planners set priorities and select activities that are appropriate and feasible. Among the resources to identify are personnel skills and availability, support services, and materials. Support services can be obtained from a number of sources, including local universities (with fellowship or training programs), teacher centers, Title VII-funded Bilingual Education Multifunctional Support Centers (BEMSCs), community/parent organizations, state departments of education, and private business and industry (McKeon, in press).

Training. Many options for inservice training exist--independent study, sabbaticals, teacher exchange, graduate courses--but the most common alternative is the workshop. According to research studies, the workshop setting is ideal for adult learning. Teachers can get to know each other, can interact to clarify issues related to the session topic, and in general can build a feeling of mutual trust (Wood, Thompson, and Russell 1981). The workshop approach also allows trainers to be brought in from local teacher organizations, state departments of education, the BEMSCs, and universities.

Implementation. The implementation stage ensures that what is learned in inservice training becomes part of the activities and behavior of teachers in the classroom. A great deal of assistance is often needed when educators first attempt to use new materials and teaching strategies. Teachers may need to modify what they have learned to fit their particular situation and often need ideas and encouragement from their peers. Follow-up training in workshops is particularly important if new methodologies are to be reinforced. One-time presentations do not allow for clarifications or questions once the teacher has tried the activity in class, a deficiency follow-up sessions can correct.

Maintenance. The maintenance stage provides for continuous monitoring to determine whether teachers are applying the new methodologies and materials in class. Teacher interviews and questionnaires can be used to monitor applied skills and strategies, and the results of the survey can be used to plan additional inservice activities or to modify the existing inservice program.

San Antonio Title VII Demonstration Project

The University of Texas at San Antonio in conjunction with the Southwest Independent School District of San Antonio conducted a three-year Title VII Demonstration Project (1981-84) on bilingual instructional methodology. The inservice training for teachers and teacher aides was conducted primarily by project staff. Brief descriptions of some of the program's inservice education activities are given below.

Staff orientation and training. The project conducted preschool orientation activities for teachers and teacher aides (prior to the beginning of classes during the first two years of the program but shortly after the beginning during the third year). Project teachers were required to take university-level courses to become fully acquainted with the teaching methodologies and the underlying research and in the process received university credit applicable either to a master's or bachelor's degree program. Funds were set aside for such university study.

Video Sessions (Recording and Playback). At the beginning of each semester, the district organized a series of demonstration lessons--planned by the individual instructors--that would be videotaped during that term. The purpose of the videotaping was multiple. In addition to creating a library of sample teaching modules, the tapes played an invaluable role in capturing the teachers (or aides) during actual teaching activities, thus providing opportunities for critique and analysis. Special handouts designed to elicit teacher responses during video playback sessions were effective in promoting and focusing the discussions.

Administrative Support. School administrators and project coordinators provided ongoing assistance and guidance to teachers at all stages of lesson planning and implementation. Project teachers and aides attended professional workshops on a regular basis.

During the three years of the project, the required university course work contributed considerably to the professional growth of the teaching staff. Four out of the twelve project teachers completed university

degrees in bilingual education, and others made progress toward degrees. The continual support provided by the project supervisors during initial lesson planning, videotaping sessions, and regular classroom work played an important role in clarifying teachers' questions and concerns. Support from supervisors also helped in coordinating the work of teachers and teacher aides, allowing for a smoother operation of the project (Jacobson 1985).

Coachella Valley Unified School District Inservice Training

The Coachella Valley Unified School District (CVUSD), Thermal, California, has organized numerous inservice activities that address specific areas of teacher competency. In September 1984, the CVUSD initiated a three-year Spanish-language training program for all teachers on waiver (temporary certificate) with the goal of helping participants prepare for the certificate of competence exam required of bilingual teachers in California and/or acquire skills for more effective home-school interaction with Spanish-speaking minority language students and parents. The program also seeks to provide teachers with methodology appropriate for teaching English as a second language to LEP students. The program consists of six levels, with each level requiring 40 to 48 hours of instruction. Classes for each level are held after school twice a week for a period of 12 weeks. Six district staff members were trained to provide the instruction, and the school district compensates participants by providing salary credit to those who successfully complete each level of the program.

Another area of training is provided by the Title VII training project at California State University in San Bernardino. District teachers on waiver take 12-week classes on the culture of minority language students in preparation for the certificate of competence exam. Teachers can also receive credit toward salary adjustments. In addition, the district offers a methodology course (12 sessions) that can lead toward university credit from California State University (and prepare teachers for the certificate of competence exam). Instruction is provided by district Title VII staff as well as instructors trained by the former Bilingual Education Service Center.

In the 1985-86 school year the district will add a two-part "coaching" component to the methodology class--peer coaching and mentor coaching. Peer coaching involves teachers helping each other in putting theory into practice; mentor coaching involves persons with greater experience helping those who wish to improve their skills. These new roles for teachers will promote more effective classroom application of practices learned in the workshops. Many of these workshops are sponsored and conducted by the San Diego BEMSC (Coachella Valley Unified School District 1985).

Dade-Monroe Teacher Education Center

In response to Florida legislative mandates, the Dade and Monroe County school districts established a Teacher Education Center (TEC) in 1979 to provide career-long education to the school districts' teachers. In the Florida TEC approach, the center staff works with district teachers to implement the Master Plan for Inservice Education, a plan

prepared by the state Bureau of Staff Development that contains descriptions of approved inservice programs and activities for the district. This plan is the legal basis for teacher certificate renewal through Master Plan points.

To maintain close contact between the TEC and the counties' teachers, a TEC representative is appointed in each school. These 278 representatives serve as liaisons between the center and the individual school staffs and administer the annual Inservice Program Survey, which is used for planning inservice training specifically responsive to the teachers' expressed needs. The TEC representatives also distribute an inservice newsletter, the TEC Review, to all instructional personnel in the districts. The newsletter contains news on inservice activities as well as feature articles on instructional personnel involved in inservice education. Finally, TEC representatives are kept up to date on teacher training developments through a full-day training conference held at the center each year.

In addition to the general inservice programs provided to schools, the Teacher Education Center also sponsors a number of specialized services. These include:

- A Mini-Grant program that provides funds to instructional personnel for the development and implementation of inservice activities;
- Inservice credit for participation in professional conferences and seminars, educational travel, and supervision of interns;
- A noncredit review course for the Florida Teacher Certification Examination;
- A TEC professional library and media resource center that provides materials to the districts' personnel (Dade-Monroe Teacher Education Center 1985).

Conclusion

As the three examples of inservice programs indicate, school districts can provide for the continued education of their staff in a variety of ways. Approaches can range from university-level course work, to workshops, to teacher centers established especially to promote teacher training activities. Local resources, available funding, and legal mandates will significantly affect what type of programs can or should be instituted, but the goal of inservice training will remain constant: the development of a professional staff familiar with the most up-to-date and effective techniques for the education of their students.

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Additional Resources

1. "Some Considerations in Planning Your Inservice Training Component" by Denise McKeon

   From: Bilingual Program Management: A Problem Solving Approach, Edited by George P. DeGeorge, Evaluation, Dissemination and Assessment Center, Lesley College, (49 Washington Avenue), Cambridge, MA 02140, 1985.

2. "Statement Of Core Standards For Language And Professional Preparation Programs"

   Available from TESOL, 201 DC Transit Building, Georgetown University, Washington, DC 20007

3. A Pennsylvania Guide To Bilingual and English As A Second Language Education: University And Resource Training Programs and K-12 Instructional Programs.

   Available from Pennsylvania Department of Education, Bilingual Education Section, 333 Market Street, 8th Floor, Harrisburg, PA 17126-0333